Improving Speaking Skills Through Project Based Learning in Indonesian Language Subjects for Class V. B Students at SD Negeri 151/IV, Jambi City

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Abstract

Speaking skills are one of the essential competencies in Indonesian language learning at elementary schools. However, initial observations in class V.B at SD Negeri 151/IV Jambi City showed that most students still experienced difficulties in expressing ideas orally, characterized by lack of confidence and limited vocabulary usage. This study aims to improve the speaking skills of Grade V.B students of SD Negeri 151/IV Jambi City by implementing the Project-Based Learning (PjBL) model combined with the Show and Tell method. Speaking skills are an important aspect in language learning that reflect students' ability to express ideas coherently and confidently. This research involved 25 fifth-grade students and was conducted over two cycles using the Classroom Action Research (CAR) method. Data collection techniques included observation, testing, and documentation. The study results showed that before the intervention, students' speaking skills were still low, marked by a soft voice, limited vocabulary, and anxiety when speaking in public. After the implementation of PjBL and Show and Tell, there was a significant increase in confidence, fluency, and the organization of ideas when speaking. In Cycle I, the class average score increased from 69 (pre-action) to 76, and in Cycle II it rose further to 83. The percentage of students meeting the minimum competency increased from 32% in the pre-action stage to 84% in Cycle I, and reached 92% in Cycle II. The application of this combined method had a positive impact on students' speaking skills by encouraging active participation, critical thinking, and collaboration. Therefore, the integration of Project-Based Learning and Show and Tell is recommended as an effective instructional strategy for enhancing speaking skills in elementary school students.

INTRODUCTION

Language is a tool of communication used to interact with others. In addition, language plays an important role in education. It encompasses four main skills: listening, speaking, reading, and writing (Kelly et al., 2015). One aspect of language that students must master is speaking skills. Through speaking skills, individuals can express their feelings and opinions. Possessing speaking skills is equivalent to cultivating a creative generation expected to produce a variety of expressions, ideas, and limitless creativity (Abidin, 2015). According to Tarigan (2021), students who are proficient in speaking are able to articulate sentences accurately and clearly, and select words fluently. These abilities are key indicators of speaking proficiency at this developmental stage. Mahadin (2020) also emphasized that the teaching of speaking skills should focus on both linguistic and non-linguistic factors that influence speaking effectiveness.

In the learning of the Indonesian language, especially regarding speaking skills in Grade V students at SD Negeri 151/IV in Jambi City, many students still face difficulties in speaking

confidently, conveying ideas coherently, and using diverse vocabulary. They tend to be passive during discussions and lack confidence when speaking in public (Rahmawati & Sulistyowati, 2022). This situation highlights the need for a more interactive and practice-based learning approach.

Project-Based Learning (PjBL) is one of the effective learning models for enhancing speaking skills. PjBL allows students to actively participate in discussions, collaboration, and presentations, which positively impact their communication abilities (Boss & Larmer, 2018; Putri & Suwandi, 2023). In addition, the Show and Tell method can be integrated to further encourage students to express their ideas and experiences with confidence (Patsalides, 2019). Nurhayati and Sulistyowati (2022) stated that Show and Tell is an ideal platform to provide students with wide opportunities for verbal communication through presentations or by sharing personal experiences.

The combination of PjBL and Show and Tell is expected to develop speaking skills in a contextual and enjoyable manner. The teacher serves as a facilitator who guides students through various stages of the project and provides constructive feedback. Through this approach, students can become more confident in communicating, think critically, and collaborate effectively—skills that are essential in the 21st century (Widodo & Pratiwi, 2023).

Project-Based Learning (PjBL) has been proven to be a highly effective learning model for improving speaking skills through constructivist and experiential learning approaches. The study by Boss and Larmer (2018) demonstrated that the implementation of PjBL significantly enhances students' communication skills through structured discussions, teamwork, and project presentations. This is supported by findings from Putri and Suwandi (2023), who found that students who learned through PjBL showed an average 42% improvement in speaking skills compared to those taught through conventional methods. Meanwhile, the Show and Tell method provides a robust pedagogical framework for developing verbal abilities. Patsalides (2019) revealed that Show and Tell not only boosts students' confidence in public speaking but also develops their ability to structure ideas and use appropriate vocabulary. These findings are consistent with the research by Nurhayati and Sulistyowati (2022), which demonstrated the effectiveness of Show and Tell in creating a learning environment that supports verbal expression and the development of personal narratives.

Although Project-Based Learning and Show and Tell have been studied individually, their combined use in the context of speaking skill development in Indonesian elementary schools has not been thoroughly explored. This research is crucial as it integrates two complementary approaches in a contextual, hands-on learning environment.

Moreover, this study is conducted in a public elementary school located in a non-urban area, where access to innovative teaching models such as PjBL and Show and Tell is still limited. The study also emphasizes the importance of strengthening 21st-century skills, such as critical thinking, communication, and collaboration, which are essential in today's educational landscape.

Based on the aforementioned background and research gap, the research question proposed is: "How does the implementation of Project-Based Learning integrated with the Show and Tell method improve speaking skills among Grade V students at SD Negeri 151/IV Jambi City?"

METHODS

This study uses the classroom action research (CAR) method. According to (Sani, 2020) Classroom Action Research is a process of improving the quality of learning through self-reflection and real actions and analyzing the influence of these actions. This Classroom Action Research was conducted in Class V.B of SD Negeri 151/IV Jambi City. This school is located at Jl. Sari Bhakti No.10 RT. 39 kel.Simpang Rimbo Kec. Alam Barajo. The research will be conducted in the even semester of the 2024/2025 academic year from November. The subjects in this study were 25 students of class V.B of SD Negeri 151/IV Jambi City consisting of 14 male and 11 female students who were registered in the 2024/2025 academic year.

The source of data collection for this research is taken from observation, data collection, and cycle research design. The data collection procedure is as follows:

1. Data Collection Techniques
   a. Observation

      Observation was conducted to observe the learning process and the impact of the actions given. Two observation sheets were used, namely for teachers and students, to collect data systematically during the research.

   b. Test

      Speaking skills were measured through oral tests using interview methods, role-playing, speeches, discussions, and telling pictures. The assessment includes linguistic aspects (pronunciation, grammar, vocabulary, fluency, and understanding) as well as non-linguistic aspects (fluency, courage, attitude, and expression).

   c. Documentation

      Documentation in the form of photographs from each research cycle was used as evidence of the implementation of actions and to complement the results of observations.

2. Assessment Instruments

   According to Sugiyono (2021), a test instrument is a tool designed to measure certain variables, such as knowledge, skills, or attitudes. This research instrument uses two observation sheets, namely the teacher observation sheet and the student observation sheet.

3. Data Analysis Techniques

   Data analysis is the process of systematically searching for and compiling data obtained from interviews, observations, tests and documentation, by organizing data into categories, describing them into units, synthesizing them, arranging them into patterns, choosing what is important and what will be studied, and drawing conclusions so that they are easily understood by oneself and others.

4. Cycle Research Design

   The design of this study aims to describe the stages of the research implementation. According to Kurt Lewin in (Casmudi & Yuniarsih), classroom action research is a series of activities consisting of four stages: planning, action implementation, observation, and reflection. This study was conducted in two cycles, where each cycle systematically involved all four stages. Two cycles were considered sufficient, as in the second cycle the predetermined success indicators were achieved. These indicators included improvements in students' speaking skills in terms of confidence, fluency, organization of ideas, as well as an increase in the class average score and the percentage of learning mastery. With the achievement of optimal results in the second cycle, additional cycles were deemed unnecessary.

RESULTS AND DISCUSSION

Research Results The results of this research are in the form of improved classroom actions which are described as follows.

Pre-Cycle Findings

In the implementation of the pre-cycle, the researcher conducted observations first in class V B of SD Negeri 151/IV Jambi City because students' speaking skills were still low. Observations showed several main indicators, such as a soft and unclear voice, difficulty in constructing coherent sentences, and lack of confidence in speaking in public. Students also often hesitate, use filler words, and are unable to use body language to support communication. In group discussions, many students are less active in interacting and tend to be passive. In addition, anxiety and fear of speaking make some students reluctant to participate in presentations. The contributing factors include learning methods that are not yet innovative and do not encourage analysis and speaking skills. Based on the results of observations and pretests, researchers and teachers collaborated to improve and enhance students'

speaking skills through the use of the Project Based Learning Model and the show and tell method. The design of this research implementation uses the research pattern from Kurt Lewin (in Casmudi & Yuniarsih) where each cycle consists of four stages, namely: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection.

Cycles I and II

1.   Planning

The planning stage begins with a discussion between the researcher and the observer, namely Mrs. Erni, to prepare the steps for implementing the action, which include: learning objectives, competencies and learning materials, learning strategies in the form of models and media used, as well as learning resources and preparation of research instruments.

2.   Implementation

The implementation of Classroom Action by implementing the Project Based Learning Model and the show and tell method is applied in the learning process. The implementation of this action is carried out in two cycles, each consisting of two meetings. In cycle I, meeting 1 was held on Monday, November 11, 2024, which was attended by 25 students. Cycle 1 meeting 2 on Thursday, November 14, 2024, which was attended by 25 students. The implementation of learning data collection in cycle 2 was held at meeting 1 on Monday, November 18, 2024, which was attended by 25 students. Cycle 2 meeting 2 on Thursday, November 14, 2024, which was attended by 25 students.

Each meeting in both cycles is designed by following the following learning steps:

1. Preparing research data.
2. Learning activities.
    a.   Preliminary activities
    b.   Core activities
    c.   Closing activities

At this stage, the researcher also conducted a speaking test on the story text material as part of the teaching and learning activities. This test aims to evaluate the development of students' speaking skills more objectively.

3.   Observation

Observation is conducted to observe student activities during the learning process. In this stage, the observer uses an observation sheet to record various aspects observed, such as student participation in discussions, courage to speak, fluency in speaking, and appropriate use of language. The role of the observer in this classroom action research is very important, because the observer is tasked with recording learning conditions objectively based on the reality in the classroom. After each meeting, the observer and researcher discuss the results of the observations obtained. This discussion includes an analysis of teacher activities and student activities during the learning process.

Table 1. Improvement of Student Learning Outcomes from Pre-Intervention to Cycle I

No	Aspect	Pre-Intervention	Cycle I	Improvement
1	Number of students who met competency standards	8	21	13
2	Number of students who did not meet competency standards	17	4	13
3	Class average score	68,8	76,3	7,5
4	Percentage of students meeting standards	32%	84%	52%

Table 1 shows the improvement in student learning outcomes between the pre-action stage and cycle I. The number of students who achieved completion increased from 8 people in the pre-action to 21 people in cycle I, an increase of 13 students. Meanwhile, the number of students who had not completed decreased from 17 to 4, which means that 13 students who had previously not completed successfully achieved completion after the action. The average student score also

increased by 7.5 points, from 68.8 to 76.3. In addition, the percentage of completion increased significantly, from 32% in the pre-action to 84% in cycle I, indicating an increase of 52%. This increase shows the effectiveness of the actions taken in improving student learning outcomes.
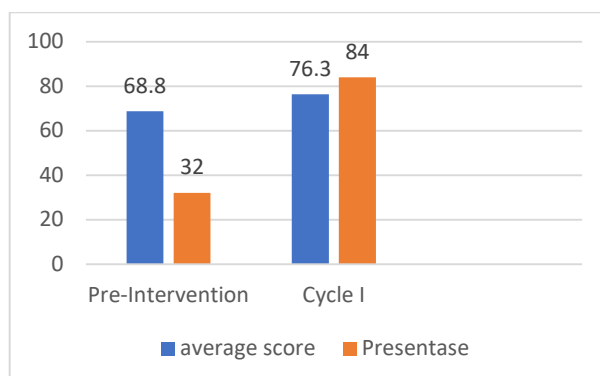

Figure 1. Improvement in pre-action and cycle I test results

Figure 1 shows the improvement of test results between pre-action and cycle I based on the average value and percentage of completion. In the pre-action stage, the average value of students was 68.8 with a percentage of completion of only 32%. After the action was carried out in cycle I, there was a significant improvement, where the average value increased to 76.3, while the percentage of completion rose sharply to 84%.

Table 2. Comparative Analysis of Student Performance Between Cycle I and Cycle II

No	Aspect	Cycle I	Cycle II	Improvement
1	Number of students who met competency standards	21	23	2
2	Number of students who did not meet competency standards	4	2	2
3	Class average score	76,3	83	6,7
4	Percentage of students meeting standards	84%	92%	8%

Table 2 shows further developments after cycle I, by comparing the results in cycle I and cycle II. The number of students who completed increased from 21 to 23, an increase of 2 students, while the number of students who did not complete decreased from 4 to 2. The average student score also increased from 76.3 in cycle I to 83 in cycle II, an increase of 6.7 points. The percentage of completion increased from 84% to 92%, an increase of 8%. These data indicate that the improvement in learning outcomes continued to occur after additional actions were taken in cycle II.
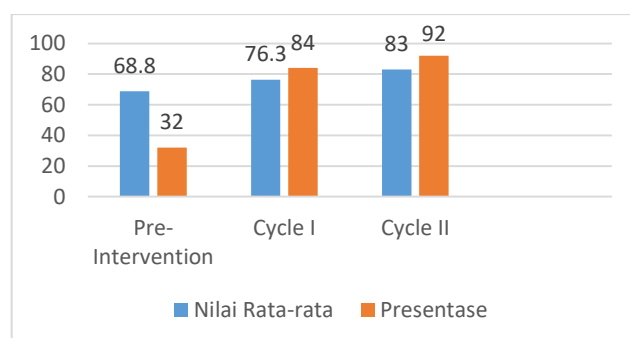

Figure 2. Comparison of test results from cycles I and II

Figure 2 shows a comparison of test results between pre-action, cycle I, and cycle II based on the average value and percentage of completion. In the pre-action stage, the average value of students was 68.8 with a percentage of completion of only 32%. After the action was carried out in cycle I, the average value increased to 76.3, while the percentage of completion increased significantly to 84%. In cycle II, there was a further increase with the average value reaching 83 and the percentage of completion increasing to 92%.

The implementation of the Project Based Learning (PjBL) Model integrated with the show and tell method has proven effective in improving students' speaking skills in the Indonesian Language subject. PjBL allows students to develop real projects while building communication skills through show and tell presentations. According to (Boss & Larmer, 2018) emphasizes that PjBL not only develops critical thinking and teamwork skills, but also improves speaking skills. The effectiveness of the integration of PjBL and show and tell is proven through a significant increase in students' speaking skills in each learning cycle.

CONCLUSION

This study shows that the implementation of the Project Based Learning (PjBL) Model combined with the show and tell method is effective in improving students' speaking skills. This method encourages students to be more active, confident, and able to convey ideas more coherently. Significant improvements are seen in the aspects of pronunciation, fluency, and courage in communicating. With this approach, students not only develop speaking skills, but also critical thinking and collaboration skills.

This study still has limitations, such as limited learning duration and various levels of students' speaking ability. For further research, it is recommended to develop this method with a longer duration and adjust the learning strategy to the characteristics of the students. In addition, strengthening of practice-based evaluation is needed so that the development of speaking skills can be more optimal.

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